CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDTATION TEAM REPORT

INSTITUTION: **California State University, Stanislaus**

DATES OF VISIT: **November 3 – 7, 2001**

ACCREDITATION TEAM
RECOMMENDATION: **Accreditation With Technical Stipulations**

Following are the stipulations:
- That the institution collect appropriate data regarding current students and follow-up data collection instruments and procedures to evaluate candidate competence in each of the credential programs.

- That the institution collect, summarize and review data on current students and follow-up data from program graduates and employers and provide evidence of how that data is utilized to determine any program modifications or additions that may be indicated.

- That the institution encourage all faculty members to be involved in professional activities including research, publication, conference presentations, public school inservice programs, and the like and that the institution provide evidence of increased faculty participation in scholarly activities.

RATIONALE:
The recommendation pertaining to the accreditation status of California State University, Stanislaus and all of its credential programs was determined according to the following:

> NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team, NCATE and COA, reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with weaknesses.

> PROGRAM STANDARDS: Team clusters for (1) Basic credential programs, (2) Special Education credentials, and (3) Services credentials reviewed all data regarding those credential programs. Appropriate input was provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA, considered whether the program standards were either met, met minimally, or not met.

ACCREDITATION RECOMMENDATION: The decision to recommend Accreditation with Technical Stipulations was based on team consensus that although the six(6) NCATE Standards were met for purposes of the NCATE report, the team determined that Standard 2 and Standard 5 were Met Minimally for purposes of the COA report. The team determined that all Program Standards were met for all program areas. The following report further explains these findings.

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DATA SOURCES		
INTERVIEWS CONDUCTED		**DOCUMENTS REVIEWED**
Program Faculty	142	Catalog
Institutional Administration	46	Institutional Self Study
Candidates	320	Course Syllabi
Graduates	113	Candidate Files
Employers of Graduates	57	Fieldwork Handbook
Supervising Practitioners	41	Follow-up Survey Results
Advisors	4	Needs Analysis Results
School Administrators	59	Information Booklet
Credential Analyst	4	Field Experience Notebook
Advisory Committee	48	Schedule of Classes
Teacher Recruitment	1	Advisement Documents
Librarian	2	Faculty Vitae
Subject Matter Faculty	7	Adjunct Faculty Files
Parents	10	University Annual Report
		Faculty Retreat Agenda/Minutes
		Budgets
		Budget Report
		Faculty Handbook
		Adjunct Faculty Handbook
		Student Handbook
		Schedule of Classes
		Cal STAT Grant
		Program Advising Minutes
		Student Evaluation of Faculty
		Student Placement Files
		Full and Part-Time Faculty Ethnicity
		Final Program Exams
		Final Course Exams
		Faculty Evaluations (Institutional)
TOTAL INTERVIEWS	852	

NCATE STANDARDS/COMMON STANDARDS

STANDARD 1: Candidate Knowledge, Skills and Dispositions

> Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A. **Level:** Initial and Advanced

B. **Findings:**
Content Knowledge for Teacher Candidates

In accordance with California law, candidates preparing to become teachers must obtain a bachelor's degree in a particular discipline and complete credential requirements. Credential programs at the initial level include Multiple Subject Preliminary Credential, Single Subject Preliminary Credential and Education Specialist: Mild/Moderate or Moderate/Severe Level. All credential programs have been approved by the CCTC. Candidates usually apply for entry to the initial credential program during their senior year. Initial teacher candidates for the credential are required to demonstrate content knowledge through a state-approved subject matter preparation program or passage of Praxis II Series and/or SSAT examinations. For 1999-2000, only 19% at the Secondary level and 33% of candidates at the Elementary level of CSUS initial credential earners verified their subject matter competency through passing scores on the SSAT/Praxis II. Available Credential Processing Center data reflect all students and non-students who took the examinations and asked that their scores be sent to the institution. The reporting data do not reflect whether these people eventually entered a teaching credential program at CSUS. Only students who have passed the examinations and are currently enrolled as credential students have their examinations recorded in the data base of confidential information when their scores are received by the Credential Processing Center They must also show evidence of having taken the California Basic Educational Skills Test. (CBEST) Candidates must pass the examination to receive the credential. The Blended Program is a relatively new pathway to teacher credentialing and may eventually replace the standard program format at CSUS. Approved by the CCTC, this joint program between Liberal Studies and Teacher Education identifies early deciders in the Multiple Subject and Educational Specialist programs and weaves basic professional and pedagogical concepts and earlier field experiences throughout the academic coursework at the undergraduate level. In addition, all university students must demonstrate writing proficiency prior to graduation. This competency is assessed through the Writing Proficiency Examination or approved courses requiring substantial writing. Admittance to the Credential Preparation Programs also requires that candidates have a GPA of 2.75 for the last 60 semester units or an overall GPA of 2.67.

Interviews with subject matter instructors, university supervisors, cooperating teachers and administrators all confirm that candidates are competent in disciplines in which they intend to teach.

Candidates in the Single Subject credential program may not begin student teaching or internships unless they have completed 80% of their subject matter preparation program or they have passed the state-approved content area test. Candidates in other initial preparation programs

(except for the Blended Program) must complete their subject matter preparation program prior to student teaching or internships. A GPA of 3.0 in professional coursework, with no grade lower than a C is required for entry into student teaching and internships. This is verified through the Field Services Office in the Department of Education or the Liberal Studies Office or appropriate discipline.

A new California law will require an alignment of subject matter preparation in Arts and Sciences and credential programs taught by teacher preparation institutions with the subject content standards taught in K-12 schools. The implications of this legislation call for revision of existing subject matter programs. Within two years, candidates being recommended for teaching credentials will need to pass the Teacher Performance Assessment (TPA), a comprehensive state approved content and pedagogy examination now under development at the state level.

Candidates must also be competent in technology. California law requires that all credential-granting institutions verify Education Technology competency; that is, that they are capable of integrating technology into their teaching. At present, this usually takes place through a course entitled Microcomputers, Curriculum, and Instruction. Plans exist to enhance candidates' abilities to incorporate technology as a teaching tool. As of July 2002, preliminary level students will be required to demonstrate their ability to use technology in teaching and learning in two courses: Technology and Instruction and Technology Integration Practices.

Content Knowledge for Other Professional School Personnel
Subject matter for advanced level programs is based on the CCTC Standards for Quality and Effectiveness and each advanced level program has performance indicators that assure faculty that candidates are knowledgeable. CSU Stanislaus offers advanced credentials in Reading/Language Arts, Preliminary and Professional Administrative Services, Pupil Personnel Services, and Education Specialist (Special Education). Master of Arts in Education programs are offered with emphasis in Administration and Supervision, Educational Technology, Physical Education, Counseling, and Special Education. Master of Arts in Education: Curriculum and Instruction concentrations include Elementary Education, Multilingual Education, Reading/Language Arts, and Secondary Education. Each of the programs requires that candidates meet minimal university standards and specific program requirements. Common requirements for admittance to advanced credential and masters degree programs include an earned baccalaureate degree and an initial teaching credential for all programs except in the School Counseling program, fulfillment of the graduate writing admissions competency requirement, an undergraduate GPA of between 2.5 and 3.0 (depending on the program, or a formula calculating MAT or GRE scores), satisfactory scores on program specific qualifying examinations or the MAT or GRE for an MA. Advanced degree students must complete a thesis or project that is reviewed through the Graduate Studies Office.

Pedagogical Content Knowledge for Teacher Candidates
Required methods classes specific to candidates' areas of study provide them with the opportunity to develop pedagogical knowledge bases. Courses focus on instructional planning, concept development and instructional strategies. They address recognizing different learning styles and assessing and evaluating students. Interviewed candidates considered the knowledge gained in these classes to be relevant and of high quality. Candidates for the Multiple Subject credential are required to pass the Reading Instruction Competency Assessment (RICA) before they are recommended for licensure. For the program year 1999-2000, there were 303 Multiple Subject program completers. 287 took the test, and 266 (93%) passed.

Professional and Pedagogical Knowledge and Skills for Teacher Candidates
Candidates are required to demonstrate their understanding and ability to apply skills acquired in their professional coursework. Opportunities to do this include the development of lesson designs, case study portfolios, presentations, semester projects which incorporate the pedagogical concepts learned in the classes, and field experiences. Requirements for verification of competence in professional and pedagogical knowledge and skills includes the completion of required coursework and student teaching/internship. Interviews with employers indicate that program graduates are well regarded.

Professional Knowledge and Skills for Other School Personnel
Requirements which verify professional content knowledge in the advanced programs include maintaining a GPA of 3.0 in graduate program courses, completion of program coursework, writing a thesis or completion of a project as approved by the candidate's student faculty committee (MA only), and oral and/or written exit examinations.

Dispositions of All Candidates
Dispositions of candidates identified in the conceptual framework are addressed in the autobiographical sketch and the admissions interview for candidates entering the College of Education initial credentialing program. In addition, candidates must submit letters of recommendation that attest to their general attitude, initiative and enthusiasm, rapport with supervisors, peers, and students, and their sense of responsibility. Similarly, threads of the Unit's shared values and beliefs of collaboration, cultural diversity, learning focus and sense of purpose are monitored through discussions, reflective journals, and presentations and various other components of particular programs. Student teaching and field experiences in other programs identify dispositions in assessments of candidate performance. Principals, cooperating teachers, and other employers speak positively about the candidates' sense of purpose and commitment as well as their abilities to work cooperatively and collaboratively with school personnel. At the advanced level, candidates exhibit entry level dispositions consistent with the Conceptual Framework through a successful entry interview with a program coordinator or interview committee. Further evidence of dispositions is provided by letters of recommendation entered in support of the candidate's application.

Student Learning for Teacher Candidates
Candidates are able to assess student's prior knowledge, analyze student learning, monitor progress, and adjust instruction. Coursework familiarizes candidates with various learning assessment tools and various strategies for modifying instruction related to their areas of study. They begin to use teacher constructed, standardized, diagnostic, and achievement tests and portfolios. Candidates in methods classes are required to create lessons related to particular content, state standards, and grade level. Student teaching candidates are able to explain how they modify instruction to meet individual students' needs. Cooperating teachers and employing principals acknowledge that candidates are capable in these areas.

Student Learning for Other Professional School Personnel
At CSUS, Other Professional School Personnel are enrolled in Masters programs and advanced studies credentialing programs. Their programs of study place greater emphasis on addressing student learning in the aggregate and facilitating the development of effective learning environments for others with whom they work. They engage in study of case studies and scenarios, conducting research, analyzing and interpreting data and problem solving.

Overall Assessment of Standard

Teacher candidates at the initial level and other school personnel in the advanced credential and masters degree programs are knowledgeable about the content of their selected programs. They develop an understanding of educational theory and methods and are able to demonstrate their abilities to assess student knowledge, create and present learning experiences, and evaluate student progress in authentic settings. Both initial and advanced program candidates exhibit dispositions consistent with the conceptual frameworks that enable them to perform appropriately within their chosen educational setting.

NCATE Recommendation: **STANDARD MET**
State Team Decision: **STANDARD MET**

STRENGTHS
- The teacher preparation programs have a strong emphasis on building candidates knowledge and skills in meeting the needs of diverse learners.
- Admission to teacher preparation programs is a shared responsibility of university faculty and K-12 teacher and administrators.
- Assistance to students seeking information is readily available.

CONCERNS
- Faculty advising in the Single Subject program is inconsistent and uneven.

STANDARD 2: Program Assessment and Unit Capacity

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

A. **Level:** Initial and Advanced
B. **Findings:**
Assessment System
Assessment is an integral part of the learner centered focus at CSUS, and in each of the programs, at both the initial and advanced levels, existing assessment plans aligned with program conceptual frameworks and reflecting professional knowledge, skills, and dispositions have been required by California standards and coincide with NCATE's new standard on assessment. At a retreat in February of 2001, each department assumed responsibility for redefining its evaluation process.   Departments used NCATE standards and elements as well as CCTC Common Standards on Admissions, Advice, and Assistance as a basis for their assessment plans. Each credential program assumed responsibility for developing a system for assessing program quality and candidate performance.   In some programs, professional community input related to assessment occurs in the form of advisory committees and candidate interview debriefings. College of Education retreats serve as a means of communication with P-12 practitioners. The Dean's Office prepared a unit operation plan aligned with NCATE standards which serve as an umbrella that will oversee and connect the department credentialing programs and related services of the evaluation plan. Using technological capabilities the Unit has the ability to further refine and further integrate the assessment plan.

Data Collection, Analysis, and Evaluation
At the initial level, candidates are assessed at entry to the College of Education credentialing program to ensure that they possess knowledge, skills, and dispositions consistent with the College of Education conceptual framework. They are monitored using various assessments through their professional coursework to evaluate their acquisition of the necessary professional understandings and skills. Checkpoints are included prior to student teaching/ internships and prior to initial credentialing. Advanced level programs are also assessed at admission and in coursework as they progress through their programs. Exit assessments in the form of a thesis or approved projects and oral and written examinations.

Use of Data for Program Improvement
Currently, in some programs, workshops and retreat overviews as well as Advisory Committee agendas and minutes, requests from employers, and end of program evaluations provide the stimulus for program improvement. Interviews with faculty and candidates, as well as a comparative review of course syllabi provide evidence that assessment data is used in some programs for program improvement. Examples of program and course improvements made as a result of assessments include modifications in instructional strategies, replacements in textbooks, and a greater degree of feedback from the instructor. Faculty recognize the need to further integrate their use of assessment tools for program improvement, including greater use of follow-up studies with employers and former students. The Unit recognizes that the overall unit and individual program assessment plans can become more fully integrated and operational and available technology will allow them to do this. Overall, the Unit's program improvements can be described as informal; that is, data are not yet fully collected, analyzed, and integrated so that program improvements and unit operations can be systematically data driven.

Overall Assessment of Standard
The Unit has developed an assessment plan in collaboration with the professional community which reflects the conceptual frameworks of the Unit and its various programs. Program specific assessment plans exist for both program improvement and candidate monitoring and assessment. Candidates are assessed using a variety of assessment methods and at several junctures as they move through their certification programs. The overarching Unit assessment plan is designed to monitor the operation and add cohesiveness to the Unit. Faculty recognize the need to further develop various components of program assessment plans so that they can become fully operational. The Unit assessment plan will be further developed using technology that will allow for more comprehensive integration of program information and candidate performance. At this point, the Unit's assessment plan is on schedule with NCATE's transition plan for assessment.

NCATE Recommendation: **STANDARD MET**
State Team Decision: **STANDARD MET MINIMALLY WITH QUALITATIVE CONCERNS**

RATIONALE
The merged team found that NCATE Standard 2 was met for NCATE purposes. However, the merged team found that for COA/CTC purposes, the standard was met minimally with qualitative concerns for the following reasons. This is only the second year that institutions have responded to the relatively new six NCATE Standards. NCATE has developed a transition plan for the full implementation of Standard 2. During this year, institutions are to have designed and begun implementation of an "Assessment System" and "Visit Evaluation", but are not required

to have fully implemented the assessment system and all activities for visit evaluation. However, the COA requires full implementation of Common Standard 4 – Evaluation, which states in part that the institution is to regularly involve program participants, graduates and local practitioners in a comprehensive evaluation of the quality of courses and field experiences. This evaluation process is to lead to substantive improvements in each credential preparation program as needed. The merged team found that in the single subject, multiple subject, administrative services and educational specialist programs that there has been insufficient data gathered from graduates and employees. The merged team found this to be a serious concern.

STRENGTHS
Analysis of RICA test scores by the Reading Faculty has led to specific recommendations for changes in the Multiple Subject Credential program.

CONCERNS
- Instruments to gather data on graduates' competencies are not focused on data that need to be collected.
- Data are not gathered and analyzed on an appropriate timeline.
- Data analyses are not incorporated into action plans and applied to program improvement.
- An evaluation component is partially in place through the mechanisms of course evaluations, candidate exit interviews, and periodic graduate surveys. The assessment plan needs to be implemented in a systematic way to insure a method of collecting data leading to ongoing program improvement.

Standard 3: Field Experiences and Clinical Practice

> *The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

A.   Level: Initial and Advanced Programs

B.   Findings:
Collaboration between Unit and School Partners
Design of the unit's field experiences and clinical practices are the responsibility of unit full-time faculty. At the initial level, collaboration between the unit's programs and school partners is evident in a number of areas. Both the Multiple Subject and Single Subject programs work with P-12 schools to place candidates in field and clinical experiences. Placement for Multiple Subject candidates is accomplished through communication and coordination between the Director of Field Placement Services and the school administrator. Once a candidate is placed, the unit supervisor and the cooperating teacher work together during the supervisor's weekly visits to ensure that the student teaching experience accomplishes the goals of the unit, the candidate, and the school. Single Subject candidates are placed after consultation between the school administrator and the unit's site coordinator, a full-time faculty member who handles both academic and administrative services at the site. The site coordinator provides instruction for

candidates, works with teachers on site, and assures the smooth operation of both field and clinical experiences.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practices
Multiple Subject candidates have three options for earning their basic certificate: the traditional post-baccalaureate program, the internship post-baccalaureate program, and the relatively new Blended Program (in which candidates complete both subject matter preparation and education work simultaneously). The traditional approach requires candidates to complete the state-mandated minimum of 45 hours of field experiences prior to applying to the program, and the courses which include these hours are usually taken during the four terms prior to a candidate being awarded the bachelor's degree. In EDUC 4200 Diversity in the Classroom, candidates provide 30 hours of individual instruction to students, and in a Reading Methods course, they observe reading classrooms for ten hours, and have five hours of other field assignments. The clinical experience for the traditional option requires two placements of seven weeks each. In these placements, the candidate has full responsibility for the classroom for four to five weeks.

The Blended Program is a new option allowed by the state of California. Candidates begin field work during their freshman year liberal arts courses. Three courses—LIBS 1000, LIBS 2000, AND LIBS 3000—each provide 30 hours of field experiences, ranging from pure observation to individual instruction to group instruction. Another 30 hours of field experience is part of EDUC 4200 Diversity in the Classroom, and another 10 hours is part of the reading methods course. Candidates enroll in Student Teaching during their senior year, and have two placements, as do candidates choosing the traditional option. This is the second year for this option in the unit.

The final option for Multiple Subject candidates, the internship option, developed in response to a severe teacher shortage in both California and in the unit's service area, allows a candidate to teach while taking the coursework required for a basic certificate. To qualify for this option, a candidate must have completed the 45 hours of field experience, and either the psychology requirement and EDUC 4500 Classroom Management or all methodology coursework; the candidate must also receive the recommendation of the program interview committee and find a position with one of the fifty university partners willing to host intern teachers. The school employing the intern provides a mentor to support the intern, the university supervisor observes the candidate every two weeks, and the intern completes coursework while teaching in the partner school.

Single Subject candidates have three different options: the traditional post-baccalaureate option and two internship options. The unit's traditional option requires two semesters, and is a site-based program. After meeting requirements which include 45 hours of field experiences, candidates are assigned to one of four unified school districts having classrooms in grades 7-12. During the first semester, candidates observe classes and provide individual instruction for two students (English language learners, special education students, or students needing remediation), and their classwork includes a reading methods course with a field component in the district. Also during this semester, the candidate moves from observer to participant in three classes. During the second semester, the candidate teaches these three classes full-time.

A second option is the full-year internship. Similar to the internship described above, the Single Subject full-year internship requires completion of the 45 hours of early field experiences and completion of some of the coursework. Candidates must be recommended by the program area and must gain employment at a partnership school. Interns enroll in remaining coursework as

part of a site-based cohort. Approximately 25% of Single Subject candidates are full-time interns.

The final Single Subject option is a one-semester internship. These candidates normally come to the program with insufficient background to qualify for a full-year internship. They spend their first semester in a site-based cohort, completing much of their coursework, and are hired into an internship during their second semester. Clinical supervisors visit these interns weekly.

School administrators choose clinical faculty based on criteria determined by the program areas. Both Multiple Subject and Single Subject programs publish these criteria in their Student Teaching handbooks, and both programs delineate the criteria when approaching schools for placements. Cooperating teachers are to have at least three years experience, a clear credential, have proven effectiveness with students, and have proven ability to model effective instruction. Both programs will, on occasion, request particular teachers at a school, and, judging from interviews, it is not uncommon for successful cooperating teachers to receive unit students for a number of years. Both student teachers and unit graduates reported supportive relationships with their cooperating teachers.

<u>Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Children Learn</u>
As indicated above, the criteria for entry into clinical experiences are clear, and these criteria are published in the handbooks of the unit. Successful completion of the clinical experiences requires positive evaluations on the mid-term and final evaluations. To ensure that candidates experience diversity in their placements, unit policy (communicated in letters, on forms, and in handbooks) requires that all early field placements at least one clinical placement be in a school with a minimum of 25% ethnic or linguistic diversity; in practice, the majority of candidates are placed in schools where the rate of diversity is much higher. Candidates are observed by cooperating teachers regularly, by supervisors weekly or bi-weekly as noted above, and narrative evaluations based on the formal observations are provided for candidates. The narratives and the comments on summative evaluations indicate that clinical experiences focus on candidates' demonstration of subject knowledge, effective pedagogy, and the ability to teach diverse students. An accompanying seminar provides an impetus to reflect on experiences and performance. The summative mid-term and final evaluations for Multiple Subject and Single Subject programs differ considerably, but both programs include ratings on pedagogy, content, professionalism, and content knowledge. While the elements of the evaluation are connected to the unit's conceptual framework, neither the goals of the teacher preparation programs nor their evaluations of clinical experiences are directly aligned with the conceptual framework. Furthermore, neither evaluates candidate use of technology and not all dispositions are assessed.

At the advanced level, the clinical experience is designed to integrate with the work of practicing educators. In School Counseling, candidates work in the field and at the level at which they seek a credential.   Candidates must have completed 12 units of coursework and have the recommendation of the credential coordinator to enter the clinical experience. Supervision is by a cooperating school counselor and unit faculty. In Educational Administration, candidates complete four courses, each of which includes 45 hours of clinical experience jointly mentored by school personnel and unit faculty.

NCATE Recommendation:　　　**STANDARD MET**
State Team Decision:　　　　　**STANDARD MET**

STRENGTHS
- The staffing formula used for student teaching supervision allows faculty to provide regular and in-depth supervision.
- The Single Subject field-based program creates communities of learners in three field sites with weekly participation of university faculty and classes taught on-site.
- Multiple Subject candidates are highly positive about the quality of supervision of field experiences.
- The Administrative Services Program has embedded Field Experiences throughout its core course.
- Reading Certificate and Credential candidates have intense supervised clinical experiences offered in collaboration with local schools.
- The Education Specialist Program integrates early fieldwork experience at the Campus Center for Direct Instruction.

CONCERNS
- None noted

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A.   Level: Initial and Advanced Programs

B.   Findings:
Design, Implementation, and Evaluation of Curriculum and Experiences
The unit's commitment to diversity permeates the curriculum and experiences it provides for candidates. In response to its service area, the unit's primary emphasis is on language diversity. In teacher preparation, candidates can choose emphases in Crosscultural, Language, and Academic Development (CLAD) or Bilingual Crosscultural, Language, and Academic Development (BCLAD) in Spanish, Hmong, Lao, or Cambodian (Khmer). Candidates in the Multiple Subject Credential Program, both the traditional program and the Blended Program, must choose one of these emphases. Candidates in the Single Subject Credential program, which produces primarily high school teachers, have a third choice: non-emphasis. Nonetheless, 90% of Single Subject candidates have enrolled in CLAD or BCLAD emphases. A review of syllabi and interviews with current candidates and graduates indicated the emphasis on diversity was woven throughout their courses and assignments. Candidates and graduates interviewed by the BOE evinced a clear understanding of diversity and a commitment to addressing diversity in their classrooms.   All candidates learn to vary lessons for English Language Learners and Special Education students; BCLAD candidates also learn bilingual instruction as well as English-only instruction. Faculty and candidates independently report that candidates learn to:

- teach content and language in one lesson;
- know the school and the neighborhood and how they affect students;
- use English Language Development standards in lesson plans;
- understand differences in perspective that originate in culture;
- use strategies suited to particular cultures.

This emphasis on diversity is also seen in field placements, which are required to be in schools with 25% diversity, and both formative and summative assessments of candidates in field and clinical experiences address their knowledge and skill in dealing with diversity.

Experiences Working with Diverse Faculty
Faculty in the unit reflect the diversity of its service area. Of the 43 full-time faculty, two are black, four are Hispanic, and five are Asian, resulting in 26% diversity. The Faculty Recruitment Manual includes guidelines to consider under-represented groups when seeking to fill a position. In addition, seventeen of the faculty (40%) are bi- or multi-lingual, and a number of the white faculty have considerable experience with diverse populations—from working with native Americans on reservations to living and working in Latin America for a number of years.

Experiences Working with Diverse Candidates
Candidates in the unit represent a diverse student body. According to University figures, unit enrollment in Fall 2000 includes 38% minorities and candidates are 74% female and 26% male. Candidates are grouped in class projects and the interaction built into class activities ensures that all candidates work with diverse groups.

Experiences Working with Diverse Students in P-12 Schools
As indicated in Standard 3 above, field experiences and clinical experiences include ethnic and linguistic diversity, guaranteed by the requirement that placements be made in schools with 25% diversity. In addition, all placements, even the few in private schools, are in co-educational settings. Interviews indicate that classroom faculty and field supervisors regularly provide feedback and instruction to candidates regarding their performance with diverse students.

NCATE Recommendation: **STANDARD MET**
State Team Decision: **STANDARD MET**

STRENGTHS
- More than forty per cent of the faculty are bilingual or multilingual.
- The candidates in teacher preparation programs represent the diverse populations of the service area.
- The BCLAD Credential Programs provide authorizations in multiple languages.

CONCERNS
- None noted.

Standard 5. Faculty Qualifications

> *Faculty are qualified and model best practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

A. Level: (initial and/or advanced)

B. Findings:

Qualified Faculty
For Fall 2001, the unit consists of 43 full-time and 64 part-time faculty members. Of the 43 full-time faculty members, 27 are tenured, 2 are not on tenure track and 13 are not yet tenured. There are 8 faculty members who are new hires for the 2001 fiscal year. Many of the part-time faculty members supervise field experiences.   Part-time faculty members include 8 in physical education, 14 in advanced studies and 42 in teacher education. No faculty members share appointments in the College of Education and the College of Arts and Letters. However, faculty in the College of Arts and Letters are responsible for the content preparation of single subject candidates.

Of the 43 full time faculty members, 38 hold Ph.D or Ed.D degrees in their disciplines, 2 are working toward the completion of doctorate degrees and 2 have master's degrees. Faculty without doctorates do have the training and experience needed to carry out their teaching assignments. All part-time faculty have degree preparation in appropriate areas and also have relevant experience as teachers, curriculum specialists, principals, superintendents, resource specialists and/or counselors.   Part-time faculty who supervise candidates in the initial and advanced programs meet the units' requirements that they be licensed and have professional experiences in school settings.   When supervisors of student teachers are selected, applicants are reviewed in terms of their knowledge of and sensitivity to multicultural education, cultural diversity and language acquisition.

Modeling Best Professional Practices in Teaching
Faculty course syllabi and student assignments indicate that faculty are knowledgeable of current national standards and   professional practices and that they apply appropriate pedagogy to subject matter content.   Course syllabi also show that the course content is linked to the conceptual framework. The topic of diversity is addressed throughout the curriculum.   All candidates learn how to meet the educational needs of culturally and ethnically diverse students. Information shared by candidates in interviews supports the unit's belief that faculty model best practices in teaching and that they value student learning. Faculty's use of technology includes their use of e-mail, power point presentations, the internet and blackboard.com.   Several candidates reported that they were required to utilize technology in the completion of their assignments.

Faculty regularly assess candidate' performance in the courses they teach and in the field experiences they supervise. Students' course performance is evaluated through tests and various class assignments and projects. Supervisors use various rating forms throughout candidate's field

experiences to evaluate candidate's knowledge, skills and dispositions. As required by the university, faculty report their assessment of their teaching activities as a part of their annual activity reports each year. Additionally faculty are required to have at least two courses evaluated by their students each semester. Candidates in field experience courses rate their supervisors and cooperating teachers each semester.

Modeling Best Professional Practices in Scholarship
Faculty are engaged in a variety of scholarly activities. These include publishing in professional books and journals, making presentations at professional meetings, and writing grants. However, these scholarly activites were conducted by approximately 60% of the faculty in the unit. Over 40% of the faculty reported no involvement in scholarly or creative activities.

Policies for Faculty Merit require the submission of annual activity reports that include the faculty members scholarship, service and teaching activities. Reports are assessed by the Dean to determine eligiblility for merit.

Modeling Best Professional Practices in Service
Faculty vitaes indicate that they are members of professional organizations in their disciplines. Some serve as officers or committee chairs in their professional organizations. Faculty have served as the past president and editor of a reading professional journal, have held leadership positions at the state level of the California Reading Association and Faculty also render service to their departments, the College of Education and to the university at large by serving on various committees. Faculty service to P-12 schools includes their involvement in partnerships such as the Beginning Teacher Support Assessment and the Paraprofessional Support project, their volunteer service to schools and their writing of grants that involve P-12 teachers and students.

Collaboration
A major collaborative effort of the unit, College of Arts and Letters and P-12 faculty and administratiors is the Blended Undergraduate Teacher Preparation Program in which faculty from the COE and College of Arts and Letters area educators design curriculum together . A faculty member coordinates all course and field work at one of three sites for this program. An advisory committee for the programs includes university faculty , students, program graduates and subject matter advisors from arts and sciences.

Faculty in the College of Education also collaborate with the College of Arts and Letters by serving on thesis committees of students in the College of Arts and Letters.

Unit Evaluation of Professional Education Faculty Performance
Faculty performance is assessed each on an ongoing basis. Tenure track faculty are required to have at least two of their their courses evaluated by students each year. Students utilize the IDEA form to evaluate faculty. Faculty receive the results of evaluations and copies of the evaluations are reviewed by the Dean. Faculty are also are required to submit annual activity reports that are evaluated by the Dean. Faculty must report their involvement in scholarly, teaching and service activities. Components of the student course evaluation instrument reflect the conceptual framework. Faculty are evaluated in the areas of course objectives, content, and methods of delivery of instruction. The actual use of faculty assessment data for the

improvement of teaching in the unit was not clear from the information provided. The average 4.2 for student ratings of faculty instruction is above average.

Part-time faculty are evaluated after each course. Results of part-time faculty evaluations are used to determine whether they will be rehired.

Unit Facilitation of Professional Development
The unit facilitates professional development through the provision of travel funds that average $600.00 per faculty member, competitive grants from the dean's office and university competitive grants that range from $1,000 - $5,000. An additional travel allocation is available for new faculty, program coordinators and department chairs. The funds provided for faculty development were increased significantly during the past year. Faculty development in technology is supported through university wide workshops throughout the academic year as well as individual assistance from Instructional Technology Staff. The new faculty reported assistance from peers, orientation by program coordinators and chairs, and professional development opportunities from the Faculty Center for Excellence in Teaching and Learning.

Overall Assessment of Standard
Faculty in the unit are qualified and model best practices in teaching and service. Faculty consult and collaborate with colleagues in other units and P-12 settings. Faculty do annual activity reports of their scholarly, teaching and service activities and are regularly evaluated by students. Scholarly productivity of faculty is low.

NCATE Recommendation: **STANDARD MET**
State Team Decision: **STANDARD MET MINIMALLY WITH QUALITATIVE CONCERNS**

RATIONALE
The merged team found NCATE Standard 5 to be met, but with a concern related to all faculty being involved and active in a broad range of scholarship activities. The merged team found that the comparable Common Standard 3 faculty to be met minimally with qualitative concerns in that a number of faculty showed little or no evidence of current scholarships in their academic areas. The team did find that the faculty is highly qualified to teach their assigned courses, and to supervise field experiences in each credential program area. They also found that the faculty were very knowledgeable about culture, ethnic and gender diversity. The institution regularly evaluates faculty and all field supervisors. Overall, the faculty evaluationsare high, and field supervisors receive high ratings as well.

STRENGTHS
• With the growth in enrollment, the institution has recruited a highly qualified faculty.

CONCERNS
• While some faculty are using technology in modeling good teaching practices, there is not a consistent use of technology by full-time and adjunct faculty.
• While some faculty are active in a broad range of scholarship activities, a significant number of faculty members show little or no evidence of current scholarship in their fields.

Standard 6:   Unit Governance and Resources

> *The unit has the leadership, authority budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.*

A.   Level: Initial and Advanced

B: Findings:
The College of Education is the designated unit of the campus. The dean is the official representative for the unit and is responsible for its administration and operation. The name of the unit was changed from the School of Education to the College of Education during the academic year 1999-2000.   The name change reflects the importance of the unit to the University. A new associate dean position remains vacant due to a failed search. The three department chairs for physical education, teacher education and advanced studies report directly to the dean. Decisions about courses, programs offerings and other curricular and resource matters begin at the program level, move to the department level and then to the dean. The dean meets regularly with department chairs to discuss program needs. A College of Education Executive Committee, which has representation from each department also makes recommendations about programs and degree requirements to the Dean.   The College of Education
Curriculum and Resources Committee approves all curriculum decisions.

The unit serves as a conduit for the university relative to education issues. The dean participates actively in state, regional and local education organizations and serves on several education committees. Her professional involvement includes service on AACTE Multicultural Education, CCTC Committee on Accreditation, CSU Deans of Education Executive Committee. The dean and other faculty in the unit have participated in several collaborative initiatives with the local professional community. The rapid growth of enrollment for the unit reflects the local communities confidence in the unit.

Unit Budget
An analysis of the University budget reveals that the College of Education is equitably funded in relation to the other two colleges. Faculty and staff positions have increased as enrollment as the unit has experienced intense enrollment growth since 1997. Operational funds have increased by an average of 2% a year since 1998. Library and technology funds have grown significantly also. In addition to the regular university budget allocation, during the past three years, the unit received CSU distributed Economic Improvement Initiative and Teacher Preparation Initiative funds to increase enrollment capacity and credential productivity.   The funds provided have enabled the unit to meet enrollment growth without a budget shortfall.

Personnel
Faculty work loads for unit faculty are 12 credits for teaching and 3 credits for advising, committee work and other service. Supervisors receive .5 credits for each student placement they supervise during a semester. The unit employs a large number of part-time faculty. The majority of the part-time faculty are supervisors of field experiences.   Credential coordinators and chairs work with part-time faculty to insure that they are an integral part of the programs

they serve. The number of part-time faculty was also impacted by failed faculty searches during the past academic year.   The unit hired seven new full-time faculty in 2001 and received three additional positions for the 2001/02 academic year.   The administrative staff of the unit is adequate for program operations. Unit faculty and administrators expressed no concerns relative to available clerical support.

Unit Facilities
Unit facilities are adequate to support teaching and learning. The unit is housed in the new Demergasso-Bava Hall. Twenty smart classrooms and three new computer labs are housed in the new College of Education facility. Additional smart classrooms are planned. Facilities at the Stockton and Merced sites have been renovated. Further improvements are planned for these facilities.

Redesigns and updates of computer laboratories are planned. Two instructional media specialists and instructional designer have been recently hired to work with faculty on technology utilization.

Unit Resources Including Technology
The unit is increasing the number of wired classrooms but faculty indicate that use of this resource is less than desirable. Some faculty members do schedule class sessions in computer labs in order to integrate technology into their instruction. Each faculty member recently received either a desk or lap top computer. Students have access to over 300 pieces of educational software that can be checked out of the library. Library resources are adequate. Both print and non-print resources are available for student use. Students can access some library resources on line. Additional databases with full text journal articles are desirable. A new library is housed in Acacia Hall at the Stockton site. The Merced Center is connected to library facilities in that area. Students at off campus sites have access to all materials on the Turlock campus and receive requested materials within a two-day period.

NCATE Recommendation: **STANDARD MET**
State Team Decision: **STANDARD MET**

STRENGTHS
• The President of the University and the Dean of the College of Education are highly respected leaders in the state and local education communities.
• Resources are provided to support new faculty with reduced course loads and additional travel funds.

CONCERNS
• The university support of smart classrooms needs to continue to expand to give all Education faculty the ability to effectively integrate technology into their courses.

• There is a continuing need for tenure track searches to meet the demands of enrollment growth in the College of Education, particularly in the Education Specialist and Education Administrative Services Programs.

Multiple Subject CLAD/BCLAD Emphasis Credential Program including Internship

Findings on Standards
After careful review of the program documents, and interviews with candidates, graduates, faculty, institutional administrators, cooperating teachers, university supervisors and employers, the team determined that all program standards are fully met.

The institution offers Multiple Subject (MS) CLAD/ BCLAD along with a MS CLAD /BCLAD Internship Program. Candidates evidence a genuine commitment to respond to the educational needs of all students. This commitment is consistent with the programmatic aim to prepare graduates who advocate for all students and communities. Candidates also stated that faculty in university seminars modeled best practices that allowed for rapid implementation in the field placement.

Candidates benefit from participation in a program that demonstrates a seamless pipeline. Connections have been established between program faculty, undergraduate faculty, and advisors at the Community Colleges in the service area. Candidates profit from advising that is clearly articulated with regard to programmatic prerequisites. Expectations are clearly communicated through both the student handbook and advising sessions.

Strengths:
- The university service area extends across a considerable portion of central California. Program faculty have responded to the feedback of advisory committee members by offering programs at satellite centers in Stockton and Merced. Feedback concerning the quality, schedule and format of satellite offerings has been uniformly positive.

- Program courses emphasize the link between theory and practice. Employers, cooperating teachers, and candidates revealed in interviews that the goal of developing reflective practitioners has been successfully achieved.

- Candidates and graduates demonstrated the ability to make changes in curriculum to respond to the needs of the culturally and linguistically diverse population. The program is to be commended for making the commitment to offer CLAD/BCLAD as the sole credential options. This has been most responsive to the service area.

Concerns:
None noted.

Single Subject CLAD/BCLAD Emphasis Credential Program including Internship

Findings on Standards:
After review of the program supporting documentation, and completion of interviews with candidates, graduates, faculty, employers and university supervisors, the team determined that the program standards are fully met.

The Single Subject Credential Program features CLAD, BCLAD, and non-emphasis single subject credentials, and includes an Internship program. Strong linkages to the College of Education Conceptual Framework provide a solid theoretical foundation for issues related to diversity, constructivism, global education, and advocacy. The program is holistic and student-centered in focus. The program encourages reflective practice and practical teaching applications.

Credential candidates are involved daily in the life of public schools. The program serves a large geographical area and prepares students to be teachers for a variety of single subject settings. The field-based program offers students opportunities to observe, assist, and provide individual instruction in the public school classroom prior to student teaching. Candidates teach the same students in the second semester whom they observed in the first semester, building relationships with the students and cooperating teachers. The program promotes close collaboration between the K-12 schools and the university, providing modeling for teacher education candidates. The University Supervisor acts as a liaison between the school site and the university, providing important support and feedback. Further, the number of student teachers placed in the same school site positively enhances the site and provides entrance into a professional community for teacher candidates. This approach creates a professional "laboratory school" environment that features peer mentoring, access to a variety of veteran teachers, a network among cooperating teachers, and school-wide reflective practice.

Strengths:
- The site-based program allows for flexible scheduling, placements, and authentic student teaching experiences.

- The program is highly regarded by administrators, employers, supervisors and graduates.

- Current students and graduates reported that the program rigorously prepared them to teach children.

- The institution has increased the percentage of candidates selecting the CLAD/BCLAD emphasis programs from 25% to 90% in the last three years.

Concerns:
- Primary language support and activities for BCLAD candidates are not evident in the single subject capstone course (EDSC 4500). BCLAD Candidates should complete culminating assignments in the target language.

- Articulation between the subject matter preparation programs and the single subject credential program is inconsistent and unevenly applied among single subject candidates. This development is magnified as it relates to students transferring from other institutions.

Education Specialist Credential Program—Level I and Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities

Findings on standards:

After careful review of the educational specialist programs, supporting documentation, and completion of interviews with candidates, graduates, faculty, employers, and other stakeholders, the team determined that the program standards for Education Specialist Mild/Moderate Level I and Level II are fully met.

Strengths:

- The program is commended for the strong academic rigor of the curriculum.

- The faculty maintain high expectations for candidate performance while providing excellent developmental support.

- The program faculty are to be applauded for their commitment to excellence in teaching and professional style.

- Interviewed candidates and graduates expressed pride and great satisfaction in their credential program.

- Candidates reported that program faculty were extremely accessible to the students, both in person and via email. They also exhibited a strong sense of professionalism as beginning special educators.

- The recent graduates observed at their school sites demonstrated a strong command of proactive classroom management skills, excellent pedagogical content knowledge, and the ability to customize instruction to meet the individual strengths and needs of their students.

- Candidates were well prepared to work successfully with diverse student populations.

- The principals interviewed perceived the candidates to be knowledgeable about the legal requirements and operational procedures associated with implementing special education programs.

Concerns:
- Candidates expressed that the library contained insufficient professional journals in the library resulting in its minimal use.

- Some candidates noted that they would have benefited from exposure to additional language arts/reading programs that are commonly used in California school districts.

- Candidates and graduates expressed the need for more intentional integration of technology for teaching and learning into the program curriculum.

**Preliminary Administrative Services Credential including Internship
Professional Administrative Services Credential**

Findings on Standards:
The CSUS Preliminary Administrative Services Credential Program, Internship Program, and Professional Administrative Services Credential Program meet all program standards. This conclusion was reached after the review of the following: the institutional report and supporting documentation; completion of interviews with candidates, graduates, faculty, employers, mentors, advisory committee members, and field supervisors; and examination of student work. The program mission is to prepare educational leaders who have the interpersonal, conceptual, and practical skills to effectively serve in educational leadership roles. The program design is coherent, relevant, and cohesive. The Administrative Services programs demonstrate on-going program development, address the CCTC program standards, respond to the identified needs of candidates, and develop strong partnerships with local school districts to serve students in diverse settings. The CSUS programs serve students on the main campus, the Tri-College Center, and the Stockton campus with comparable program curriculum and delivery systems. Candidates experience an integration of theory and practice and an opportunity to engage in relevant field experiences that are embedded in the core courses.

Strengths:
- Collaboration with local school site and district personnel is strong. Employers and graduates working in the field serve as candidate supervisors, adjunct faculty, and members of the Advisory Boards who contribute ongoing input to the program.

- The Program Coordinator's personal commitment and passion for improving the program organization, relevance, and effectiveness is commendable.

- The program promotes clear program goals with an emphasis on improving interpersonal skills, oral presentation and writing skills of the candidates.

Concerns:
- The program growth in candidate enrollment reflects an increase of over 114 students in the past five years, without additional full-time faculty resources. Sufficient allocation of personnel resources in the Administrative Credential program is necessary to meet the needs of the growing candidate population. The team encourages the University to increase the full-time faculty in the Administrative Services program.

- Meeting the needs of a diverse student population in California is a continuing challenge for educational leaders. The team encourages the program faculty to address diversity both as an integrated thread in the content of the program, and a focus for recruitment and retention of candidates and faculty.

- The acquisition, use, integration, and evaluation of technology are important skills for educational leaders. The team encourages the program coordinator, in collaboration with staff and students, to develop a plan to integrate technology into the administrative services curriculum and evaluation system.

Pupil Personnel Services School Counseling Credential Program

Findings on Standards:
This review included an examination of the institutional report and the supporting documentation, interviews with candidates, full and part-time faculty, institutional administration, graduates, employers, supervising practitioners, advisors, school administrators and members of the advisory committee.

The team determined the Pupil Personnel Services Program with a specialization in School Counseling meets all standards.

Strengths:
- The program has a strong core of three dedicated full time faculty, which includes the recent addition of an associate professor with deep experience in program management, and as a practitioner. The remaining two courses in the program are taught by an adjunct counseling practitioner who is also an alumnus and advisory committee member. Additionally the core faculty have numerous recent publications. There is an excellent balance of faculty skills and temperament.

- The classrooms and counseling labs are well equipped and maintained.

- The student population is diverse and growing.

Concerns:
The faculty and advisory committee will need to deal with maintaining candidate and program quality in light of burgeoning enrollment and a sense of program identity (Who are we? What are we about?), as it is transformed by different faculty composition and is changed in response to the new PPS Generic and Program standards.

Reading Certificate and Reading Language Arts Specialist Credential

Findings on Standards
After review of the program, supporting documentation and completion of interviews with candidates, graduates, faculty and employers, the team determined that the program standards for the Reading and Language Arts Specialist Credential are fully met.

The current program has been revised according to the new standards of program quality effectiveness. It has an overall design which is consistent with the stated rationale and has a sound theoretical and scholarly basis. Candidates in the program understand the significance if their roles as specialists in the area of reading and language arts.

Reading and Language Arts Specialist Credential candidates become teacher researchers and leaders through the process of inquiry and reflection. They have a strong impact on curricular planning, student progress and achievement, and staff development in their school districts. Reflection helps these literacy leaders refine their own intervention practices according to needs of their classrooms.

Strengths:
- K-12 educational practitioners are authentically involved in the Reading and Language Arts Specialist Credential Program through regional outreach. They serve as faculty and field supervisors and on the Reading and Language Arts Specialist Credential Advisory Committee. Collaboration with local schools is a strong component of the expansion of this program throughout the six county area.

- Faculty are extremely knowledgeable and well respected in their fields. They collaborate and tailor the practicum and advanced practicum particularly to meet the individual needs of the candidates.

- Courses in the Reading and Language Arts Specialist Credential program are cohesively designed and help candidates move from a general understanding of reading development to more specific, in-depth consideration of theory and practice. A unifying theme of the courses is the centrality of ongoing assessment to inform teaching instruction and intervention.

- Field experiences and courses assignments are focused on the needs of all learners—second language learners, struggling readers, older readers, beginning readers—in appropriate and practical ways.

Concerns:
None noted.

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

Multiple and Single Subject Credential Programs
• Faculty are encouraged to continue the concerted effort to integrate technology throughout the preparation programs.

• Tangible expressions of recognition for all cooperating teachers be given careful consideration.

Education Specialist Programs
• Common concerns include a request, from both teacher candidates and local employers, for a special education internship program. The committee should ascertain that current program students and graduates are ongoing members.